



PSY 100: SURVEY OF PSYCHOLOGY
3 Credits (CRN 64196)
WCCC

INSTRUCTOR: Falisha Herbic, MACL

OFFICE: Na'auao 124

OFFICE HOURS: by appointment, via ZOOM

TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)

EMAIL: fulisha@hawaii.edu (preferred; often same day reply)

EFFECTIVE DATE: Summer_I 2021

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

PREREQUISITES: None

RECOMMENDATIONS: Read and write at the college level, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

As a result of taking this course, students can expect to attain the following outcomes:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

COURSE CONTENT

Concepts or Topics

- Major Psychological Theories
- Nature and Nurture
- Psychological Perspectives
- Psychological Theorists
- Conscious and Unconscious Mind
- Research Strategies and Methods

Skills or Competencies

1. Describe and evaluate psychology as a science
2. Compare and contrast the interactive effects of nature and nurture
3. Identify and describe major theorists
4. Integrate various psychological theories
5. Define theory
6. Discuss the nature and types of evidence used in psychology

COURSE TASKS

A. QUIZZES (10%, 100 points of total grade):

Throughout the course of the semester, there will be a total of eleven (11) chapter quizzes provided to you. Quizzes will be based on the assigned reading and homework. Not all chapters will have a quiz.

You may NOT collaborate with classmates or others when taking quizzes.

You will be scored up to ten (10) points for each quiz. At the end of the semester, I will drop your lowest quiz score. Your overall quiz points for the semester will be the sum of your highest ten (10) quiz scores. There may be a few extra credit quizzes, too ☺. The score for these extra credit quizzes will be added to your overall quiz score for the semester. Your overall quiz score for the semester maxes out at 100 points.

B. PARTICIPATION / ATTENDANCE : (10%, 100 points of total grade):

As this is a “Correspondence Course,” participation and attendance will be assessed through the quality and timeliness of your weekly work product.

Each student will be expected to participate in class activities EACH WEEK. The deadline schedule is designed to space material out for cognitive processing and optimal learning. Homework activities are designed to complement information in the text, in order to increase understanding. Optimal learning will require preparation outside of class activities; basically, READ YOUR TEXT!!! It is important to **plan ahead** to make certain you complete your reading early, so you are able to complete your weekly assignments in a well thought out, insightful, and timely manner. Because the activities are planned weekly learning opportunities, late and/or superficial (subpar/poor/inferior/junk) work will be penalized for participation, as well as the individual assignment points (*ref: see Course Task “C”*).

To receive credit for participation, each student will need to **answer homework assignment questions INSIGHTFULLY and IN FULL**, and **turn work in ON TIME**.

C. HOMEWORK ASSIGNMENTS (20%, 200 pts of total grade):

For various chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments may include completion of tables, worksheets, answering critical thinking questions, etc. A Master List of Homework Assignments is included in this syllabus.

For most assignments, you may type or hand-write your assignments; although some assignments REQUIRE hand-written creations. When hand-written, the work MUST be neat and legible, or zero points will be given. Make sure your name is on each page, and turn the hardcopy in at the beginning of class on the day that assignment is due.

Assignments are due each Monday, according to the date due for that chapter. Due dates are listed on the course schedule, included in this syllabus. Late assignments are generally not accepted; and if accepted, will be significantly penalized. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, or have a classmate hand it in for you. Emailed assignments will not be accepted.

Unless otherwise specified, homework assignments are worth 10 points each. To receive full course credit for homework, you are only required to correctly complete 20 of the 25 assignments offered. The additional five (5) assigned activities are extra credit opportunities; these are the ONLY extra credit offered for this course. Extra credit maxes out at 40 points; no more than 40 points of extra credit may be earned.

To enhance learning, students are encouraged to complete any and all activities available; however, course credit can only be given for a maximum of 200 total homework points and a maximum of 40 total course extra credit points. Students understand that any additional activities are completed merely for the learning opportunities they provide. You may discuss with your classmates, but your answers must be in your own words.

D. JOURNAL PROJECT “Self-Analysis” Portfolio: (20%, 200 pts of total grade):

This project should be taken seriously! This activity is to aid the student in assessing understanding of material and applying concepts to real life, while completing a college level project. Your work quality and professionalism is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE JOURNALS will not be accepted.** For additional instructions, see the rubric included in this syllabus. See your schedule for the due date.

E. EXAMS (40%, 400 points of total grade):

Complete one (1) Midterm examination and one (1) Final examination covering assigned textbook readings, lecture presentation slides, lecture notes, handouts, assignments, etc. Each Exam may be completed at the student’s discretion: at home or in the education center. You MAY use your books and notes. You may NOT collaborate with others; the answers should be yours and yours alone. Each exam will consist of randomly generated Multiple Choice and True-False questions. No two exams are alike; this is to discourage collaboration and sharing of answers among classmates.

EXAM	DUE DATE:	MATERIAL	%/POINTS possible
Midterm	Monday, June 14 th	Chapters 1-7	20%/ 200pts
Final	Monday, July 5 th	Chapters 8-15	20%/ 200pts

Do not miss exams. Exams will be provided to the student via the Education Center, one week before the exam is due; that is one week to complete the exam. It is the student’s responsibility to attend the education center to pick up the exam on Monday the week before it is due. It is the student’s responsibility to turn the exam in to the education center on the due date.

Fairness in testing depends on students having equal preparation opportunities. Consequently, late tests will be accepted **ONLY** in the event of a genuine **EMERGENCY** with appropriate documentation. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the start time of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
Quizzes	= 100 pts	900 - 1000 points = A
Participation	= 100 pts	800 - 899 points = B
Homework	= 200 pts	700 - 799 points = C
Journal/Portfolio	= 200 pts	600 - 699 points = D
Exams (2x200)	= 400 pts	<600 points = F or N
Total	= 1000 pts	

LEARNING RESOURCES**Required Resources:**

TEXTBOOK: Myers, D. & Dewall, C. N. (2016). *Exploring Psychology*, 10th ed. New York: Worth. The required text will be loaned to you via the Education Center. If you do not return the text by semester’s end, the value of the textbook (as much as \$150) will be billed to you.

ADDITIONAL INFORMATION

MODES OF INSTRUCTION:

Lecture presentation slides and notes, assigned readings, worksheets, participation, community field observations. Although the main concepts in psychology will be covered, not all important information from your text will be discussed in class presentations and notes. The text, course activities, and lecture resources are mutually complementary; meaning they overlap. Students are responsible for information presented in all domains.

REQUEST FOR Cr/N GRADES:

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid-semester; see calendar for date) directly through your counselor.

LATE WORK:

As stated in “Course Tasks, D and E,” late assignments are not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. Emailed assignments will not be accepted. With that said, under special circumstances and with prior approval from your instructor, late work may occasionally be accepted with a strict 50% point penalty. Your instructor reserves the right to rescind this exception at any time.

RELEASE or TRANSFER:

I realize the possibility of immediate release or transfer to another facility is possible and not within your control. If you are being released or transferred to a place you are certain has internet access and you have the ability to gain weekly access to the internet for extended periods of time, it may be possible to continue the course online. This contingency will be considered ONLY under the following conditions:

- 1) You are CERTAIN you will be able to obtain the textbook and reliable and consistent internet access within one week of transfer/ discharge;
- 2) You have already completed at least 50% of the course at WCCC;
- 3) You have already completed the midterm exam and scored a “C” or higher;
- 4) You had a “B” or higher for your mid-semester grade assessment;
- 5) You contact the instructor via email within one week of transfer/ discharge;
- 6) Any additional conditions as deemed appropriate by the instructor and/ or WCC counselor.

If any of these conditions cannot be met, it is my recommendation that your WCC counselor withdraw you from the course. It is our wish to set you up for success in your higher education goals. These conditions are in place to ensure successful completion of the course and to prevent us from inadvertently setting you up for failure.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121

Phone: 808-235-7422

Email: wccaa@hawaii.edu

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouye@hawaii.edu, or you may stop by Hale Kāko‘o 106 for more information.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Kaahu Alo, Student Life Counselor & Designated Confidential* Advocate for Students

Phone: (808) 235-7354

Email: kaahualo@hawaii.edu

Office: Hale 'Ākoakoa 232

**confidentiality is limited*

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko'o 101

Karla K. Silva-Park, Title IX Coordinator

Phone: (808) 235-7468

Email: karlas@hawaii.edu

Office: Hale 'Ākoakoa 220

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and ***expulsion from the University of Hawaii***.

Cheating: Cheating includes but is not limited to copying another student's work, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism: Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved...

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

SUMMER I 2021 PSY100 WCCC Schedule of Coursework			
WEEK#	Suggested DATE(S) to work on	ALL COURSEWORK* FOR	DUE on THIS DAY
1	May 24	Syllabus	May 31
	May 25 - 27	Chapter 1	
	May 28 - 30	Chapter 2	
2	May 31 – Jun 1	Chapter 3	June 7
	Jun 2 - 4	Chapter 4	
	Jun 5 - 6	Chapter 5	
3	Jun 7 - 9	Chapter 6	June 14
	Jun 10 - 12	Chapter 7	
	Jun 13	MIDTERM EXAM CHs 1 - 7	
4	Jun 14 - 15	Chapter 8	June 21
	Jun 16 - 17	Chapter 9	
	Jun 18 – 20	Chapter 10	
5	Jun 21 – 22	Chapter 11	June 28
	Jun 23 – 25	Chapter 12	
	Jun 26 – 27	Chapter 13	
6	Jun 28 – 30	Chapter 14	July 5
	July 1 – 2	Chapter 15	
	July 3	FINAL EXAM CHs 8 - 15	
	All Semester	JOURNAL PROJECT DUE	

- * THIS IS A SUMMER COURSE -- 16 WEEKS OF INSTRUCTION HAVE BEEN SHRUNK TO 6; THEREFORE, THIS IS AN INTENSIVE COURSE AND REQUIRES EXTREME DEDICATION TO YOUR STUDIES TO PASS.
- ** Chapter Coursework typically begins on the first day of each week, and ends with submission of work the following Monday (the due date).
- *** Coursework for that week/chapters is typically due to be already completed and ready for submission the following Monday (the due date).
- **** Chapter Coursework includes
- (1) Chapter **READING** completed in your **TEXTBOOK**;
 - (2) Looking over and studying **LECTURE SLIDE PRESENTATIONS**, while
 - (3) Reading and studying **CHAPTER LECTURE NOTES**;
 - (4) Completing **HOMEWORK ASSIGNMENTS**;
 - (5) Completing the chapter **QUIZ**.
 - (6) Completing **JOURNAL PROJECT** Entries
- ***** Other coursework includes **EXAMS** (see due dates).
- ***** In case of Lockdowns, COVID-19 outbreak, or any other unforeseeable facility-wide difficulty accessing the education center, coursework submission and quiz completion will be mediated as necessary (do not worry ☺).
- ***** In case of student penalty-disciplinary action, missed work cannot be made up and late work will incur penalty.
- ***** Suggested dates to work on chapters is a recommendation. Students are encouraged to begin work early, and work consistently, to complete work for submission or on before the due date.

PSY100 “Self Analysis” Journal Project

Choose any 10 of the 15 chapters that interest you. Find a topic, heading, or topic subheading from each chapter and integrate how theories, points, and terms covered in that section have helped you to gain insight into your own life and experiences. Write a minimum of 250 words for each of the 10 chapter entries. You must choose headings/sub-headings from **ten different chapters** and write a **minimum of 250 words each**. Provide an artifact (portrait, sentimental item, artwork, poem, magazine picture/collage, etc.) that represents that experience—or a description of what artifact you would use if you had access to it (descriptions do NOT count toward the 250 word journal requirement). Integrate all ten self-analysis discussions and artifacts for each into the Journal Project booklet provided. Give your journal project a title (don't forget to include your name), and fill in the table of contents, listing each chapter, topic, and artifact. **SELF-GRADE THIS RUBRIC AND INCLUDE IT IN YOUR JOURNAL PROJECT!!!!**

EXAMPLE for one self-analysis discussion: Chapter 7 on Learning, heading on Operant Conditioning, discussion analyzing me as an overachiever, how I have been “operantly conditioned” to do well in school through “positive reinforcements” of grades (secondary reinforcer) and praise regarding that grade from family and friends (primary reinforcer) and how the need to get that *A* “extrinsically motivates” me to engage in “operant behavior” such as studying, reading, engaging in study groups, etc. As an artifact I might provide a copy of my certification of Summa Cum Laude, a copy of my report card, a quiz or assignment with an *A* grade, a portrait of me at graduation, a magazine article or pictures of a graduation cap, etc.

The choice of chapters and what topic to write about is your decision as long as the topics are from ten different chapters. You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and yourself. Please be aware that this assignment is NOT confidential and your instructor has a “Duty to Report” any content that may be concerning, or that expresses a PREA violation; past, present, or future

PSY100 “Self Analysis” Journal Project

SELF-GRADE & TURN THIS RUBRIC IN WITH YOUR JOURNAL PROJECT.

Scoring Rubric: Using the below scales, give appropriate points for each criteria completed. **Incomplete criteria earn 0 points.**

<u>CRITERIA:</u>	<u>Insert points for each completed</u>									
	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__
Understanding (4pts): Defines at least one point, theory, or concept in the chapter										
Application (4pts): Analyzes a past experience in their life and applies it to the point, theory, or concept given.										
Format (5pts): Minimum 250 words, neat & legible, original chapter										
Artifact (3pts): The artifact relates to the point, theory, or concept, and experience given.										
Chapters SUBTOTAL: (16pts possible)										
Total of Chapter Points: (from above) (i.e. 16pts x 10ch=160 points)	*NOTE: Please integrate your project in the Journal Project booklet that was provided for you.* **Please <i>put your name on the cover</i> (or cover page) of your project, <u>self-grade this rubric</u>, and <u>include this rubric in your journal project</u>.**									
Presentation/Professionalism: <u>Complete: all requirements!</u> Organized and Secured, Cover Page <i>with name</i> , Table of Contents Page, On Time, <u>Self-Graded Rubric included</u> (40 points possible)										
TOTAL PROJECT PTS : (200 points possible)										

Name: _____

Course Day/Time: _____

PSY100 Myers10e
WCCC HOMEWORK ASSIGNMENTS

ADDITIONAL INSTRUCTIONS:

FOR HOMEWORK ASSIGNMENTS: Do your chapter reading BEFORE completing these assignments!

- Complete each assignment according to the instructions below.
 - ***Do NOT forget to put your NAME on your work; a penalty will be imposed on work submitted without a name.***
 - You may type, or legibly hand write, your answers to any critical thinking questions. Please include the assignment title (ie: “4.1: Erikson’s Stages of Psychosocial Development”) to ensure proper credit is given for each assignment.
 - Some assignments (charts/tables, for example) require it be hand written. Computer models will not be accepted for these assignments. See individual assignment directions.
- Submit your homework assignment to the education center at the beginning of class on the date it is due.
 - Please see schedule for due dates.
 - Late assignments are generally not accepted, and if accepted are heavily penalized.
 - Early assignments are accepted but may or may not be graded early.
 - Keep returned assignments for future reference and studying.

NOTE: Homework credit and Course Extra Credit

- Each assignment is generally worth a maximum 10 pts, unless otherwise stated.
 - Twenty assignments (completed correctly and in full) x 10pts = 200 pts Homework Course Credit.
 - Any additional assignments completed and/or assignment credit will be applied to *Overall Course EXTRA CREDIT*.
 - Extra credit can be earned up to (but not exceeding) 40 pts;
 - This is the ONLY extra credit offered for this course.
 - Students may complete as many assignments as necessary to acquire a maximum 240 points total.
 - 200 homework points maximum;
 - 40 extra credit points maximum.
 - Additional assignments will not be graded, but are encouraged to enhance student learning and retention.
-

MASTER LIST OF HOMEWORK ASSIGNMENTS:

SYLLABUS ASSIGNMENTS:

(SY.1) Worksheet – “1st Week Syllabus Worksheet” – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your syllabus.

- (a) Fill in the blanks and circle the correct answers.
- (b) Don’t forget to put your NAME on the worksheet ☺!

CHAPTER 1 ASSIGNMENTS:

(1.1) Worksheet – “PSY100_Ch.1_Introduction to Psychology” – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Circle the correct answers and/or fill in the blanks.
- (b) Don’t forget to put your NAME on the worksheet ☺!

PSY100 Myers10e
WCCC HOMEWORK ASSIGNMENTS

CHAPTER 2 ASSIGNMENTS:**(2.1) Worksheet – “The Brain: Lobes and Cortices” and “Neuron: Parts and Functions” – 10 pts**

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes, to label the parts and functions of the brain and neuron.

- (a) Use the “Parts” and “Functions” lists provided on the third page, to correctly label each diagram on the first and second pages.
- (b) The third page consists of all the ANSWERS for the diagrams worksheet.
- (c) Don’t forget to put your NAME on the worksheet 😊!

CHAPTER 3 ASSIGNMENTS:**(3.1) Critical Thinking Question – Understanding Consciousness – 10 pts**

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

- (a) If consciousness is “AWARENESS of ourselves and others:”
 - (i.) Are we “conscious” when we are sleeping? Explain your reasoning.
 - (ii.) Are we “conscious” when we are knocked “unconscious?” Explain your reasoning.
 - (iii.) Why do you think it is called “unconscious?”
- (b) HINT: what are some key differences between trying to wake someone from sleep versus trying to “wake” someone who fainted? What about hearing a baby crying? Could we be “aware” of a baby crying when we are asleep, and instantly wake up? Would we be “aware” of a baby crying if we were knocked unconscious, and instantly wake up?

CHAPTER 4 ASSIGNMENTS (continued on next page):**(4.1) TABLE – Erikson’s Stages of Psychosocial Development – 10 pts**

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) CREATE A TABLE of Erikson’s Eight Stages of Psychosocial Development:

For each stage: (1) provide the typical age range, (2) developmental stage, (3) specific terms for the developmental “issue” or “crisis,” and (4) a brief description to include both aspects of the crisis.

For example: I have completed the first stage for you. You may copy my example for the first stage OR rewrite it in your own words 😊.

Age	Devl. Stage	Issue/ Crisis	Description
0 – 1yr	Infancy	Trust vs. Mistrust	If baby’s basic needs (eating, changing, love) are met, s/he learns s/he can depend on others; or If needs are not met, s/he learns that s/he can only depend on self (trust issues in adulthood).

(4.2) TABLE – Piaget’s Stages of Cognitive Development – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) CREATE A TABLE of Piaget’s Four Stages of Cognitive Development:

For each stage: State (1) the name of each stage, (2) the typical age range of each stage, (3) a description of what is happening in each stage—how does one experience and understand the world, and (4) at least one example of developmental phenomena experienced in each stage.

For Example: I have completed the first stage for you. You may copy my example for the first stage OR rewrite it in your own words 😊.

Age	Stage	Description	Devl. Phenomena
0 – 2yrs	Sensorimotor	Experiencing the world through senses and actions (looking, touching, mouthing, and grasping)	Object Permanence

PSY100 Myers10e
WCCC HOMEWORK ASSIGNMENTS

CHAPTER 4 ASSIGNMENTS (cont.):

(4.3) TABLE – Baumrind’s Parenting Styles – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) CREATE A TABLE of Baumrind’s Four Parenting Styles:

For each style: (1) Style Name; (2) Characteristics: a) Warmth level, b) Discipline Level, c) Expectations of Maturity, d) Communication Pattern, e) Parent Relationship; and (3) Consequence: Personality/ Esteem/ Maturity/ Relationships/Emotional Stability/etc. characteristics of the growing/grown child.

For Example: I have completed the first style for you. You may copy my example for the first style OR rewrite it in your own words ☺.

Style	Characteristics	Consequence of Grown Child
Permissive	Warmth: High; Discipline: Low; Maturity: Low Communication: High, child→parent; Low, Parent→child Parent Relationship: The “Friend” Parent	Moody, aggressive, selfish; low esteem; immature, impulsive, dependent on others, difficulty maintaining relationships or hold a job

(4.4) TABLE – Kohlberg’s Levels of Moral Reasoning – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) CREATE A TABLE of Kohlberg’s Three Levels of Moral Reasoning:

For each level: First, (1) Name each level, (2) the typical age range, and (3) describe the goal/emphasis of each level. Then, (4) using the example provided, compare/describe how people in each of the three levels of reasoning might perceive and rationalize in this situation. Don’t forget to answer “yes” or “no,” AND “why.” WHY is VERY IMPORTANT because it explains why someone within each level believes their response is the “right thing to do.”

For Example: I have completed the first level for you. You may copy my example for the first level OR provide one of your own ☺.

Level	Age	Goal/ Emphasis	Response
	Situation: A classmate acquires the Final Exam and offers to give me a copy. Should I cheat?		
Preconventional	2 – 7yrs	To gain rewards or avoid punishment	Yes, because I need an “A.” No, because if I get caught I will be expelled.

CHAPTER 5 ASSIGNMENTS:

(5.1) Worksheet – “Chapter 5: Gender and Sexuality” – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes, to circle the correct answers.

- (a) Circle the correct answers.
- (b) Don’t forget to put your NAME on the worksheet ☺!

CHAPTER 6 ASSIGNMENTS:

(6.1) Worksheet – “Chapter 6: Sensation and Perception” – 20 pts (worth twice as much as typical)

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook.

- (a) Fill in the blanks, according to your reading, using the word bank provided.
- (b) Use terms in the word bank once; duplicated terms are used only as many times as they are listed.
- (c) Don’t forget to put your NAME on the worksheet ☺!

PSY100 Myers10e
WCCC HOMEWORK ASSIGNMENTS

CHAPTER 7 ASSIGNMENTS:

(7.1) Critical Thinking Question – Classical vs. Operant Conditioning vs. Observational Learning – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

- (a) Compare and contrast Classical Conditioning, Operant Conditioning, and Observational Learning:
 - (i.) In your own words, define each;
 - (ii.) Describe their similarities and differences; and
 - (iii.) Provide examples of how you could use each of these types of learning to teach someone.

(7.2) Worksheet – “Chapter 7: Learning” – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

CHAPTER 8 & 9 ASSIGNMENTS: None

CHAPTER 10 ASSIGNMENTS:

(10.1) CHART – Maslow’s Hierarchy of Needs – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) create a PYRAMID CHART of Abraham Maslow’s Hierarchy of Needs:

- (a) Show each level in order, define/describe each need, and provide an example of each.

CHAPTER 11 ASSIGNMENTS:

(11.1) Worksheets and Critical Thinking Questions – “Stressed Out” and “Susceptibility to Stress” Tests – 10 pts

A hard copy of the worksheets will be provided for you.

Complete and score the tests, and answer the critical thinking questions below.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Complete the "Stressed Out Test" and the "Susceptibility to Stress Test."
- (b) What were your stress and susceptibility scores? Do you feel they were accurate? Why or why not?
- (c) From your reading, how might you be affected by stress, and what coping strategies can help?

(11.2) Worksheet and Critical Thinking Questions – “Type A or B” Test – 10 pts

A hard copy of the worksheet will be provided for you.

Complete and score the test, and answer the critical thinking questions below.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Complete the "Type A or B" test.
- (b) What was your result? Do you feel it is accurate? Why or why not?
- (c) From your reading, how might you be negatively or positively affected by your personality type?
- (d) What strategies can help you overcome negative attributes?

(11.3) Worksheet and Critical Thinking Questions – “Locus of Control” Test – 10 pts

A hard copy of the worksheet will be provided for you.

Complete and score the test, and answer the critical thinking questions below.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Complete the "Locus of Control" test.
- (b) What was your result? Do you feel it is accurate? Why or why not?
- (c) From your reading, how might you be negatively or positively affected by your locus of control?
- (d) What strategies can help you overcome negative attributes?

PSY100 Myers10e
WCCC HOMEWORK ASSIGNMENTS

CHAPTER 12 ASSIGNMENTS:

(12.1) Critical Thinking Question – Understanding the Bystander Effect – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

- (a) In your own words, define Deindividuation
- (b) In your own words, define Social Facilitation
- (c) In your own words, define Social Loafing
- (d) In your own words, define and describe The Bystander Effect.
- (e) Describe how and why deindividuation, social facilitation, and social loafing might contribute to the bystander effect. Give an example demonstrating your perspective.

CHAPTER 13 ASSIGNMENTS (continued on next page):

(13.1) Worksheet – “Freud’s Stages of Psychosexual Development” – 10 pts

A hard copy of the worksheet will be provided for you. Refer to information provided in your text.

Complete the worksheet according to worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Complete the table by filling empty cells with the correct information:
- (b) Age, Stage, Focus/erogenous zone and description, and adult fixation behaviors.

(13.2) Critical Thinking Question – Id, Ego, Superego – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

- (a) Compare and contrast the Id, Ego, and Superego.
 - (i.) Define each, according to your textbook and notes.
 - (ii.) Simplify each definition in your own words (IE: What does the definition mean, to you?).
 - (iii.) Provide an example of a moral situation where the Id, Ego, and Superego might compete.
 - (iv.) Describe how each might present itself in your moral situation.

(13.3) Critical Thinking Question – Personality Defense Mechanisms – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

- (a) Compare and Contrast Personality Defense Mechanisms.
 - (i.) Define each, according to your textbook and notes.
 - (ii.) Simplify each definition in your own words (IE: What does the definition mean, to you?).
 - (iii.) Give examples displaying how each defense mechanism might present itself.

(13.4) TABLE – Reciprocal Determinism – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) create a table of Reciprocal Determinism:

Following the example of the “Reciprocal Determinism,” consider a situation in your life when a maladaptive behavior may have been a determining factor in your environment (and therefore influenced a revised—or reinforced—personal factor). Recreate the “Reciprocal Determinism” table **using YOUR situation**. Include a more adaptive possible alternative.

	Behavior	Environmental (Situational) Reinforcer	Personal/Cognitive Factors
Maladaptive	I waited until the last minute and did a poor job on a paper	I earned a “D” on my paper	“College is too hard!”
Adaptive	If I had started early, I could have done a better job	I might have earned an “A” on my paper	“I can succeed in college if I choose to apply myself.”

PSY100 Myers10e
WCCC HOMEWORK ASSIGNMENTS

CHAPTER 13 ASSIGNMENTS (cont.):

(13.5) Worksheet and Critical Thinking Questions – “Big Five Inventory (BFI)” Test – 10 pts

A hard copy of the worksheet will be provided for you.

Complete and score the test, and answer the critical thinking questions below.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Complete the "Big Five Inventory (BFI)" test.
- (b) What were your results? Were you high, moderate, balanced, low, or very low on each of the five personality dimensions?
- (c) What personality characteristics correspond with your results?
- (d) Do you feel it is accurate? Why or why not?
- (e) Analyze how might these insights into your personality characteristics help you grow?

CHAPTER 14 ASSIGNMENTS:

(14.1) Worksheet – “PSY100 Ch.14 Psychological Disorders Independent Study Worksheet” – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Match and Fill in the Blanks with the correct disorders.
- (b) Don't forget to put your NAME on the worksheet ☺!

CHAPTER 15 ASSIGNMENTS:

(15.1) Critical Thinking Question – Therapeutic Conceptualization and Treatment Modality – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

- (a) Your choice of “therapeutic perspective and modalities,” the treatment perspectives and methods listed in your text, is the perspective that would probably be your **treatment** preference if you were a therapist or patient; the techniques you would use to **treat** maladaptive behavior.
 - (i.) If you were a therapist or patient, which therapeutic perspective would you prefer and why? Use the perspectives and treatment methods from your text for examples.
- (b) Your choice of “conceptualization” perspective can be different. Conceptualization is a mental framework you use to simply **understand why** people engage in maladaptive behaviors. It is not unusual for therapists to use one perspective for conceptualization, and a different perspective (or multiple perspectives) for therapeutic intervention.
 - (i.) If you were a therapist, which conceptualization perspective might you attain to? For example, when analyzing WHY people feel or act the way they do, might you focus more on unconscious past experience (Psychoanalytic), self-defeating thoughts (Cognitive), environmental reinforcers (Behavioral), lack of self-worth (Humanistic), influence of personality characteristics (Trait), etc.
 - (ii.) Provide an example of a behavior and how you would conceptualize it.

(15.2) Worksheet – “PSY100 Ch.15 Therapy Independent Study Worksheet” – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

- (a) Match each therapy and therapeutic technique with the correct descriptions.
- (b) Don't forget to put your NAME on the worksheet ☺!